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For the NEW YORK SCHOOL JOURNAL.

School Laws.

BY A. J. H. DUGANNE.

Why do we build our schools,
Young natures to control,
And bind electric soul,
By forms and rules?

Why do we, grade by grade,
Make these young intellects
As blocks, by architect's
Direction laid?

Tell us, ye stars above!
Tell us, with light divine:
"Order is His Design,
Whose Laws are—Love!"

Yes! thou effulgent sun!
Radiant, from bound to bound,
Ceasless, thine orb's round,
LIGHT's rivers run!

Through those bright seas above,
Thy waves break on our sight;
All under Laws of Light—
And Laws of Love!

Therefore, we build our schools;
Therefore, these souls divine,
That in our children shine,
We bind—by RULES!

And, when our laws of light,
Twining with laws of love,
Circle those souls above,
LIFE-LAWS we write!

LIVES we ordain, from birth
To bier, with lessons, given
To fit all souls for heaven,
Fit them for earth.

LESSONS of light, like showers,
So slow, through morn and eve;
Lessons of love, to weave
Light into flowers.

SCHOLARS to make, by charts
That lead through Learning's ways,
Lighting with star-like rays
All tender hearts.

TEACHERS, to guide, by course,
Firm as unaltering will;
Flexible as feeling's thrill,
NATURE's sweet force.

Come, then, where NATURE's rule
Leads through her golden gates:
Come, where sweet NATURE waits—
LOVE'S NORMAL SCHOOL.

Lessons in Electricity.

BY PROF. TYNDALL, F. R. S.

Further Inquiries on Conduction and Insulation.—A little addition to our apparatus will now be desirable. You can buy a book of "Dutch metal" for fourpence, and a globular flask like that shown in Fig. 5, for sixpence, or at the most a shilling. Find a cork, C, which fits the flask; pass a wire, W, through the cork, and bend it near one end at a right angle. Stick by sealing-wax upon the other end

of the wire a little plate of tin or sheet-zinc, T, about two inches in diameter. Attach, also, by means of wax to the bent arm, which ought to be about three-quarters of an inch long, two strips, I, of the Dutch metal about three inches long and from half an inch to three-quarters of an inch wide. The strips will hang down face to face, in contact with each other. In all cases you must be careful so to use your wax as not to interrupt the metallic connection of the various parts of your apparatus, which we will name an *electroscope*. Gold-leaf instead of Dutch-metal, is usually employed for electrosopes. I recommend the "metal" because it is less frail, and will stand rougher usage.

rubber sends electricity along it to M; N is attracted downward, the other end of the long straw being lifted through a considerable distance. In subsequent figures you will see the complete straw-index, and its modes of application.



A few experiments with either of these instruments will enable you to classify bodies as conductors, semi-conductors, and insulators. Here is a list of each, which, however, differ much among themselves:

Conductors. The common metals; Well-burned charcoal; Concentrated acids; Solutions of salts; Rain-water; Linen; Living vegetables and animals.

Semi-Conductors. Alcohol and ether; Dry wood; Marble; Paper; Straw.

Insulators. Fatty oils; Chalk; India-rubber; Dry paper; Hair; Silk; Glass; Wax; Sulphur; Shellac.

This is the place to demonstrate, in a manner never to be gotten, the influence of moisture. Assure yourself that your dry silk string insulates. Wet it throughout, and squeeze it little, so that the water from it may not trickle over your glass tube. Coil it round the tube as before, and excite the tube. The leaves of the electroscope immediately diverge. The water is here the conductor. The influence of moisture was first demonstrated by Du Fay (1733 to 1737), who succeeded in sending electricity through 1,256 feet of moist packthread.

A little reflection will enable you to vary these experiments indefinitely. Rub your excited sealing-wax or glass against the tin-plate of your electroscope, and cause the leaves to diverge. Touch the plate with any one of the conductors mentioned in the list; the electroscope is immediately discharged. Touch it with a semi-conductor; the leaves fall as before, but less promptly. Touch the plate finally with an insulator; the electricity cannot pass, and the leaves remain unchanged.

The pieces of apparatus used in these three lessons, are a part of a neat set made by Mr. Curt W. Meyer, No. 14 Bible House. The whole set is worthy the attention of teachers who wish, at a small expense, to illustrate this interesting subject to the classes. See his advertisement.

Chapters from an Earnest Teacher's Note Book.

NO. IV.

AFTER returning home, I took up my Virgil, my *Anabasis*, my Davies' *Bourdon*, and my *Euclid*, to fit myself thoroughly for the sophomore-class in college. I was about ready, I knew, and desired very much what was called a "liberal" education. The more I studied, the more I felt conscious that I was a poor teacher. And yet my patrons and my pupils seemed to feel well satisfied. I finally determined to educate myself specially as a teacher. I had heard of the Normal School at Albany, founded in 1846 by David P. Page, as being conducted in a remarkable manner; as being, as one teacher said, "nearer heaven than any other place on earth." I saw that Mr. Page was to attend a teachers' institute in my county in a few weeks, and determined to see this wonderful man.

The institute was held in the court-house, and it was in session as I entered. Mr. Page was speaking, and he had a rapt and delighted audience. His subject was "The Teachers' Intercourse with the Parents," and the homely theme, under his touch, became beautiful. He was a man of medium height, rather slender, neatly dressed, a high forehead,

with black hair, and black and piercing eyes. Energy, genius, love, sympathy and resolution were stamped on that countenance. I shall never forget it. No Christian minister I ever heard seemed to think so much of the human soul as did Mr. Page. To him it seemed of priceless value; it was a gem that deserved all that the world could do to beautify it and render it glorious. To visit the parents was to acquaint them with your plans to do the children good, to gather them in classes was to do them good, to have them sing was to purify and enoble them. He lived out the great central truth of the kindergarten apostle, "Come, let us live for the children."

As he closed his lecture he took up a song-book and, naming the page, commenced a tune that was a favorite with him—the refrain only I remember, "God is love." After announcing the next speaker and his subject, he gave a few minutes' recess, and pleasantly suggested each to become acquainted with the rest. I had sat at his right—his eagle eye had picked me out as a stranger. In a moment he came forward and took me by the hand. And his hand had a friendly grasp, I assure you; there was no mistaking his cordial pressure.

"You have just come in, I think."

"Yes, sir."

"What part of the country are you from?" And there followed other questions that showed he knew the townships and the leaders of education in every one of them. He inquired minutely as to my experience and success, and when I frankly told him of my failure to reach my high ideal, he said, "that looks well," and suggested my coming to the Normal School to learn how to teach. He now fell into conversation with others, but the effect upon my mind was remarkable. I felt that he could do me good; I wanted to be with him; I felt I would like to live with him the rest of my life. Call this magnetism if you must; at this space of time, I feel again the old flower of love in my heart, although his dark eye and persuasive lips have long since crumbled to dust. I have since understood how men get a "following," as it is termed. The great men were made on Mr. Page's model, or rather he was made in the mould of a great man. What he said seemed to be just right. He had the right thought and the right word. And then, too, he spoke to you so that you felt that he had taken a decided liking to you; of course, as I now think of it, he had produced the same effect on every one else, but I did not reflect then; I felt I perceived, I knew that he liked me, that he had a respect for me. The really great man never seems to be condescend; he treats you as if you were his equal, and puts you at perfect ease. As I recall these traits, I am more and more satisfied that David P. Page was really one of the great men of the age; that he remained in the school-room instead of being a lawyer or statesman arose simply from his intense love for children. This is saying in a roundabout way, of course, that he was "a born teacher."

With him at the Institute were two of his associates, Prof. George R. Perkins, who held the chair of mathematics, and who succeeded him as principal, and Prof. Darwin G. Eaton, who is vice-principal at Packer Institute in Brooklyn. Prof. Perkins had something to say about cube-root, but it was too deep for any of us, and Mr. Page checked the skillful development of Horner's method by means of columns, and its application to take fourth and fifth roots by suggesting the song, "Days of Summer Glory." It was a very simple piece, indeed; I have sung it a hundred times since with my pupils, and never without feeling that Mr. Page loved that tune. The pupils at the Institute sang it with earnestness and pathos, for did they not see how Mr. Page enjoyed it. After he had said a few words on music in the school-room he sat down, and Prof. Eaton spoke on "Spelling" and gave out a list of words. This closed the morning session.

In the afternoon about a half hour was spent in singing, and then Mr. Page spoke on the "Right way to Teach." All of the lectures and laborious works on teaching bear a poor comparison with his utterances. He had no rules to lay down; he felt what he said was correct, because it was common sense; he was the incarnation of common sense. I can think of no better way to delineate him than by asking you to recall Jesus Christ and his plain talk on man's duty; thus did Mr. Page speak on education. How a pupil should be encouraged to learn, and the objects of knowledge, the relations between knowledge and education; how the former might exist and be mistaken for the latter; how the former was only the walls or body of the latter; how the former was a *material* thing, the latter a *spiritual*. Especially did he strive to show how the teacher should be ingenious and apt. Mental activity, self-inquiry, the spirit of investigation were subjects which he spoke upon to a curious, delighted and attentive audience. I saw tears in the eyes of some who saw his earnestness and faith, and contrasted it with their own want of both. That day is far in the past, but it was a golden day; I saw this man had solved the problem I had been hard at work at.

I was obliged to leave; I had hired, or rather loaned a horse and wagon, and for one day only, and must return them. I informed Mr. Page that I was about to return home, and he appeared to me to regret it very much, and urged me to stay. He took my hand, and looking me in the eye said, "You will come to the Normal School, will you not? Remember, I shall look for you." I felt as I went homeward that I must not disappoint him; I must in some way procure enough money to pay for my board in Albany. I found this was not easy, and postponed going until the ensuing spring. Alas! before I could earn the small sum of \$50.00 that I might enjoy his matchless teachings, the hand of death had snatched him away. On a cold and wintry day, his mortal remains were taken from the Empire State, but his soul still remains. In every school-room he has been a quickening spirit, for his pupils taught as no other teachers taught. They went forth with his motto, "Succeed or die"—which meant, condense yourself into an earnest resoluteness of purpose and press forward even though you die. Few of his pupils but lived up to that motto.

School and State.

To the Editor of the NEW YORK SCHOOL JOURNAL.

Your comments on the needs of the day, viz.: good teachers, have awakened a good deal of thought, and I have concluded to send you my ideas as to the true way to obtain them. Our system of schools seems to be a good one, but that the results are somehow very unsatisfactory. Having looked and pondered a good deal, I shall frankly point out what seems to me to be defective points. And, first and foremost, I question whether we have started quite right. Our present plan, be it noted, is accidental; it is an outgrowth of a plan quite different. The old rate-bill system was simply a division of the cost among the patrons; it was inconvenient, but it was commercially just; those who sent pupils for 100 days, paid ten times as much as those who sent pupils for ten days. The whole object of that system was to provide education for those who wanted it—a sort of joint-stock plan. The same system prevails in our churches to-day, and it works very well.

After awhile this plan was abandoned, and the schools are now supported wholly by taxation. The rate-bill system had its inconveniences, but it compelled the *selection of good teachers*. The managers could not then put in whom they chose, as they can now. Hence, there was a chance for a good teacher; it developed teaching talent. Of this teaching talent, there is always more or less lying latent in community, and the proper means will unfold it. Any place which arouses it and develops it is a good one and was the chief virtue of the rate-bill system. When the free school system was adopted there was a call for Normal schools, until in this State we have nine, and they say there is need of one or two more. This shows that the defect of the free school system is that it chokes and destroys natural teaching talents.

Any one who sees how the patronage of the schools is handled, knows that the object is not to get the best teacher. At all events, if this is the object, it fails to do it, so that either horn of the dilemma is fatal. Say what we will, we strive in vain, under the present system, to have the best schools. In the public schools of the city of New York are many gentlemen and ladies who have been employed as teachers in private schools. Ask them if they are now doing the conscientious work they performed in their own schools, and note the answer. It stands to reason that a man will do better for himself than for anybody else. The size of the present system dazzles a good many; but it is as defective as the union of church and State in England; after centuries it has been discovered that these must be disengaged to promote the highest religious good of the people. It may take five centuries here for the American people to *dissever school and State, but it will be done*. The highest good of the children demands it. It should not be supposed that the State should remain passive, or that it should throw away the funds that have been accumulated. Not at all. It should *encourage education*, not cram it down unwilling throats. I sympathize heartily with those who object to paying for the education of other people's children, and not all afraid to say so. To a certain extent, I would make education free, by encouraging those who wanted it. As a natural outgrowth of the present plan, we now hear the demand for *compulsory education*.

It was predicted that when the schools were made free every child would go—they would press in, crowd in. But what is the fact; why the streets are full as ever, if not more so. There is in operation a costly system of truant officers, to do what? Why to make the public *fake what cost them nothing*. The same thing is observable in respect to the free night schools. The streets are full every evening of those who might be benefited by attending them.

The parallel between church and State and school and State is perfect. The more the state attempted to force the conscience the less religion flourished; the more the state attempts to crowd the intellect the less does real earnestness for knowledge make its appearance. The complete disengagement of school from state is necessary. In its place erect: **FREE EDUCATION**—I mean by this perfect freedom for any one to engage in it as a business. Then, and only then, will it really flourish.

Now, Mr. Editor, you have some of my ideas. You asked me to write frankly and I have done so. I do not know that you will dare to print those heterodox sentiments. They seem strong, no doubt, to you, who have been and are a devoted friend of what you term *free schools*. As it may be supposed that I am a private school teacher, I hasten to say I am not; I am a public school teacher. And it has been my experience in public schools that has led me to see that something *better* is needed. The results are, and have always been, most unsatisfactory to me. In my intercourse with other teachers, I find that they see the defects as plainly as I do; but they see no road out, and I do. Besides, they say, "We must not spill our broth," which means, I suppose, we must believe in the system against our own judgment. For my part, I have too much good Scotch blood not to be ready with others to abandon my "broth" when the proper time comes. I am not for the destruction of education; but for the erection of a better system than this school and state system. Why, sir, in Scotland you remember how the ministers left their churches and manse and formed the Free Church of Scotland. Did that destroy religion? Not at all. So would I have the State stop supporting the schools and rent out the buildings to whoever would take them. The patrons would pay tuition instead of taxes. It would cost more, it is true, but it would be better. Then, sir, we should have a retirement into private life of one-third, if not of one half of those who are teaching, simply because they could not succeed under the new system. The Normal Schools should become private Normal Schools. If young men and women found that it paid them to attend these schools, they would flourish; otherwise not.

If you publish this, I may possibly give you another article on the same subject.

J. HAMPDEN.

To the Editor of the NEW YORK SCHOOL JOURNAL.

In a school not a hundred miles from the City of New York, word was one day received that the Superintendent of Schools would examine the second class in history on the following Monday. From the day the notice came, which was on Wednesday, until the following Tuesday, the second class recited no lessons with the exception of history. In the morning a few examples in arithmetic were worked out, but after that the whole of the days were given up to history. It was surprising how many different ways of teaching history that teacher invented during those four days. They read it; they spelled it; they wrote it; she told anecdotes to make them better remember hard dates; they had history matches: in fact, she did everything she could think of to interest her scholars, and rouse them into studying their former history lessons. She gave extra marks to those who excelled, and wrote the name of the unfortunate on the black-board. Tuesday the examiner made his appearance. His questions were promptly and accurately answered. What wonder they were after spending four entire days on them! He was much pleased, and congratulated Miss B. on bringing along her class so thoroughly; and after announcing before the whole school that the second class had 100 per cent. in history, he took his leave. Before I go any further, let me ask one question. What effect must this proceeding have upon the scholars?

At another school, a report came that a school commissioner would be there soon to see how the writing was progressing. A teacher in one of the classes appointed two of her pupils to look over the copy books and place the ones with blots on one pile, the very best ones on another, and the rest on another pile. This was done, and while a scholar heard the lessons, this teacher scratched out the blots and heavy lines, *writing with her own hand what had been erased*. Then placing the pile of the best writing-books on top of the others, she remarked: "We'll let Mr. A. see the nice ones first, so as to give a good impression." Mr. A., when he came, found it too long a job to look through them all, and so only saw the well-written ones, with which he was greatly pleased, and complimented the teacher on her good instruction.

Let me ask again, What must the effect be upon the scholars who witness this deception? These instances are both true, and I could relate many others of the same character.

Now, my dear JOURNAL, what can be done to cure this practice? Why, all superintendents, school commissioners, trustees and examiners, and any others who visit schools for the purpose of seeing how the scholars are getting along,

don't send word of your coming—just stop in unexpectedly some day, and ask a few questions.

ONE WHO KNOWS.

HOW TO PRONOUNCE "OUGH."—Many of your readers may have seen, and others may not have seen the illustration of the harmonics of pronunciation of our language in the following couplet, which I read "when I was a boy," and I pass it along to the boys and girls of our day. It seems that there are seven different sounds for these four letters, as follows:

"Though the tough cough and hicough plough me through,
My life through life's dark lough I'll still pursue."

The more recently adopted spelling of plough (plow) reduces the number to six to those who choose to do so.

YEWDO.

English Literature.

ONE of the best ways to teach a class in English literature, if such a thing is possible, is to set them to digging the real mines of wealth these are. All lectures amount to nothing until this is done. One of the best modes I have practiced is to select a theme, say "Ambition," and announce a number of authors, and request the selection of sentences illustrating this theme. I give two weeks' time on this, and meanwhile take up other subjects given out previously. I subjoin some of the best handed in, December 21. These are copied in blank books, and page given. One of the great advantages (besides the extensive reading required), arises from a comparison of the ideas; I have scholars write them on the black-board, and ask each one to name the one he deems the best. The variation of opinion leads to discussion, and that is what we want.

AMBITION.

Alas! ambition makes my little less.—[Young.]

Ambition is the mind's immodesty.—[Sir W. Devenant.]

The path of glory leads but to the grave.—[Gray.]

Fling away ambition; by that sin fell the angels; how can man, then, the image of his Maker, hope to win by it?—[Shakespeare.]

Ambition is like love, impatient both of delays and rivals.—[Denham.]

One may easily enough guard against ambition till five and twenty. It is not ambition's day.—[Shenstone.]

The tallest trees are most in the powers of the winds, and ambitious men—of the blasts of fortune.—[William Penn.]

It is the constant fault and inseparable ill quality of ambition never to look behind it.—[Seneca.]

Take away ambition and vanity, and where will be your heroes and patriots?—[Seneca.]

We frequently pass from love to ambition, but one seldom returns from ambition to love.—[Rochefoucauld.]

I begin where most people end, with a full conviction of the emptiness of all sorts of ambition, and the unsatisfactory nature of all human pleasures.—[Pope.]

The modesty of certain ambitious persons consists in becoming great without making too much noise; it may be said that they advance in the world on tip toe.—[Voltaire.]

Say what we will, you may be sure that ambition is in error; its wear and tear of heart are never recompensed; it steals away the freshness of life; it deadens its vivid and social enjoyments; it shuts our souls to our own youth, and we are old ere we remember that we have made a fever and a labor of our raciest years.—[Bulwer Lytton.]

A slave has but one master; the ambitious man has many masters, as there are persons whose aid may contribute to the advancement of his fortune.—[Bruyere.]

The ambitious deceive themselves when they propose an end to their ambition; for that end, when attained, becomes a means.—[Rochefoucauld.]

Ambition is like choleric, which is a humor that maketh men active, earnest, full of alacrity and stirring, if it be not stopped; but if it be stopped, and cannot have its way, it becometh fiery, and thereby malign and venomous.—[Bacon.]

We should reflect that whatever tempts the pride and vanity of ambitious persons is not so big as the smallest star which we see in disorder and regarded on the pavement of heaven.—[Jeremy Taylor.]

Don Quixote thought he could have made beautiful bird-cages and tooth-picks if his brain had not been so full of ideas of chivalry. Most people would succeed in small things if they were not troubled with great ambitions.—[Longfellow.]

Uniformity in Teaching.

People repeat, till one is almost tired of it, the story of the French Minister of Instruction who took out his watch, and said complacently to a foreigner that at that moment, in all the public grammar schools in France, all boys of the

same class were saying the same lesson. In England the story has been eagerly used to disparage State-meddling with schools. I have never been able to see that it was in itself so very lamentable a thing that all these French boys should be saying the same lesson at the same time. Every thing, surely, depends upon what the lesson was. Once secure what is excellent to be taught, and you cannot teach it with too much insistence, punctuality, universality. The more one sees of the young, the more one is struck with two things: how limited is the amount which they can really learn, how worthless is much of what goes to make up this limited amount now. Mr. Gant Duff, misled by his own accomplishments and intelligence, is, I am convinced, far too encyclopedic in his requirements from young learners. But the heart-breaking thing is, when what they can be taught and do learn is ill-chosen. "An apple has a stalk, peel, pulp, core, pips, and juice; it is odorous and opaque, and is used for making a pleasant drink called cider."

There is the pendant's fashion of using the brief lesson-time, the soon tired attention of children. How much, how far too much, of all our course of tuition, early and late, is of like value! For myself, I lament nothing more in our actual instruction than its multiformity—a multiformity, too often, of false direction and useless labor. I desire nothing so much for it as greater uniformity—but uniformity in good. Nothing is taught well except what is known familiarly and taught often. The Greeks used to say; *Dis e tris ta kala*—give us a fine thing two and three times over. In literature we have present, and prepared to form us, the best which has been thought and said in the world. Our business is to get at this best and to know it.—MATTHEW ARNOLD.

Notes for the New Year.

Make yourself acquainted as far as possible with the parents of your pupils; always when you are troubled by one.

Report promptly to the superintend especial cases of excellent scholarship or extraordinary ability.

Parent's rights are paramount to all others. The schools belong to them, and not to the teachers.

Treat all school property as though purchased with your own money. Maps, apparatus, and furniture of all kinds should be carefully preserved. Not even one ink mark on desk or floor is excusable.

Talk often and with your pupils about proper deportment on the street, hanging on to passing vehicles, vulgarity, etc.

Do not answer questions asked by pupils other than your own, if there is reason to suspect that the pupil is seeking to criticize his own teacher.

The room should be left at night with a floor free from debris; the desks free from pencils, books or rubbish.

The excusing of a tardiness is an impossibility. The punishment can and should be remitted, but the fact of the tardiness is a part of history, and the record must show it.

Do not permit pupils to leave the room for trivial reasons. Allow but one to be out during the same time. Few pupils should ask permission—none in the higher grades.

Study to know how to act in case of a panic caused by an alarm.

Frequent written recitations should be held in the grammar grades, and the pupils held for capital letters and spelling.

Monitorial and self-reporting systems are condemned.

Ten minutes is ample time for opening exercises.

Do not sit upon desks or window sills, nor permit your pupils to do so.

Every expressed idea on the printed page of the reading book should be understood, and every word spelled.

Written reviews should be held in the form of monthly examinations, and the papers marked and reckoned with the scholarship-standing for the month.

Recesses are not for teachers; their supervisory work is then increased. It is no time for visiting.

See that every text-book has the owner's name written legibly therein.

Ventilate the room well at recess.

Stick persistently and conscientiously to the daily programme.—*Educational Weekly*.

From other Educational Journals.

SCHOOL RECESSSES.

In the Aurora schools a recess of five minutes is held after each recitation. All pupils are required to leave their seats at this rest; the doors and windows are thrown open. The scholar can get any slate, pencil, or book wanted; he can go to the teacher to ask a question. He can at this time whisper to his neighbor. The moving about the room is done quietly. If too much noise is made, you hear a sharp "tap" of the slate pencil upon the teacher's desk, which means silence and attention; a second tap means seats and position. Teacher says "Work," and the school is again at work. General exercises are often engaged in at the close of this recess.

But you ask how about the out door recess? They have none; should a pupil find it necessary to go out, permission may be given him at one of these five minute rests. The stronger and better teacher will have the fewer number of cases going out. There are good reasons why this plan of recesses is to be commended. It affords less opportunity for the good to mingle with the vicious. Less time is wasted in coming to order again. Less noise is made passing out and in no bell must be rung, and the usual stampede is avoided also the excitement of play and quarrels, and more things which might be mentioned;—all of these when considered make the new practice now so successful in the Aurora public schools, seem well worthy of careful consideration.

Let us hear from others upon this subject.—*Educational Weekly*.

SUGGESTIONS.

Do not allow yourself to fall into the habit of giving, unasked, a reason or an explanation for everything you do or require to be done; do not train the pupils to expect it. It is not necessary, and you would find it very inconvenient at times. Besides, there are many persons to whom explanations sound very much like excuses. This does not apply to the subjects you teach, or to occasions when new plans are to be introduced or important changes effected.

It is of great advantage to bear in mind fully and clearly the occurrences of yesterday and former days. To be able to recall, as occasions require, every particular, proves solicitude for the welfare of your pupils, and strengthens your influence with them. They have so little of importance to think about except "school," that they cannot understand how the teacher could forget anything connected with it.—*Quebec Journal of Education*.

REQUISITES FOR A SUCCESSFUL TEACHER.

The true teacher has the most unyielding firmness and mildness. Bluster is not firmness, but an index of its absence. Obstinate in minor matters is not firmness. If a request made in regard to any point in organization or discipline, never lose sight of it until the object is accomplished. Be careful what you undertake, or promise, and remember that a promise broken is a sin.

A fair command of language is essential. But many, in the early years of teaching, feel that they are doing well only when they use the time in recitations in airing their own knowledge of the lesson. Visitors aggravate this evil. But nothing else kills thought and rewards idleness so effectively. A teacher, who, during recitations, utters two sentences without some reply from the pupils, should be watched suspiciously. If you are a shy talker, get full of the lesson, and you will do well enough.

A very fair amount of self-esteem is necessary. But pity the school whose teacher has no need of professional literature and meetings. Self-esteem gives dignity, and frees from embarrassment. Be ladies and gentlemen, even in the midst of trifling and boorishness. You may get ridicule; you will surely command respect. But when you "feel above" your patrons, you show the lack of one essential.

The teacher who has not some intuitive knowledge of human nature, who can not tell what motives move a given person, even after an acquaintance, should study physiognomy as a science. It is a pilot that will steer you clear of many rocks. Will fear, praise, love, reward, or the teacher's eye stimulate that boy to greater effort? It is your duty to know the answer.

A talent for organization, a dislike for disorder, confusion, and friction, are essentials. The public cry for order is heard on all sides, and yet it is not, perhaps, always an intelligent demand. Many could not tell what they mean by it. It is, however, a very wise one.—*Central School Journal*.

KEEPING THEM STILL.—Little children need personal attention and instruction, and a well-ordered primary school should never have over forty pupils, and thirty is better. The home is the true pattern of education, where the mother has a small number to teach, say from one to six or seven children. The kindergarten follows, with its classes of ten or twelve children. But when we come to the primary school, the common custom is to herd children together as a flock of sheep, and then to ask teachers to instruct, develop and discipline them wisely and well. If you have not a constitution like iron, you will break down in health in attempting to do what your *considerate committee* suggests "keeping them still," and isn't that about the most foolish as well as wicked thing that was ever asked of a teacher, or proposed to be done with little children, namely, to keep them still! Why not suggest keeping lambs still, calves still, colts still, and have them grow healthy and strong! A primary school should never be still, any more than the

spinning room of a cotton factory. There should be order, but never quiet. The stillness that hears a pin drop is always suggestive of grave-yards and other solemn places. Break up such stillness, or your children will be in their graves long before the good Lord meant they should be. A good lively bee-hive in July is the best model for a primary school; and if there is buzzing and humming, it is a good sign of work. The winter's honey is being stored in that hive.—*The Primary Teacher.*

PERSONAL TALENT.—The crown and glory, however, of a teacher's duty lies in the personal interest taken in each pupil. In this, I believe, is the secret of successful teaching. There are teachers, scholars in every sense of the word, who are so wedded to the subjects of which they treat; in recitation they are wholly absorbed in the question before them, and it seems to matter little to them whether an automaton or human being does the reciting, provided the recitation is made. Others are impatient, careless, and anxious only for immediate results. The dull and slow of the class have to give place to the quick, (especially if visitors are in). Many a slow intellect ceases to act; many a dormant ambition sleeps forever for want of a patient, friendly hand to spur to action or rouse to grand possibilities. One of the requisites for a teacher's certificate should be the possession of a heart—a warm heart but a strong one, strengthened by wisdom and judgment. The brilliant pupils should feel the joy of the teacher, but also the steady, guiding hand. The dull and slow should expand and quicken under the loving eye discerning their various needs, and the careless and conceited should feel that the restraining and pruning hand is impelled by a wise and generous heart.

I have purposely avoided all allusion to the mechanical part of the recitation; whether a class should walk or march into the class-room; whether they should sit or stand, and the hundred and one minutiae which some regard as the *sine qua non* of all teaching.

These seem to me arbitrary, depending largely on individual taste and ability.—*The Practical Teacher.*

EVERY effort made to increase the efficiency of the public schools and other means of education, deserves the earnest sympathy and hearty aid of all who love their country, and desire the perpetuity of those principles upon which a republican government is founded. It is not enough to give quiet assent to the importance of universal education, or to feel that because we have good systems of public instruction in general, the work will be properly done by the machinery of boards of education, school committees, or by any of the provisions sanctioned or required by law. What is needed to-day in New England, and probably throughout the whole country, is an arousing and guiding of public sentiment in relation to the *practical* interests of education.

We want a grand revival of educational forces. There is too much apathy in regard to the vital interests which are involved in systems and methods of instruction, in order to secure the best education which our schools can be made to impart.—*N. E. Journal of Education.*

Swiss Schools.

The common school system of the United States, elaborate and comprehensive as it is, more than finds a parallel in the little republic of Switzerland. Attention to the business of education is to the Swiss an unceasing and engrossing duty from the cradle to the grave. The school is with him always—as a child and as a man. No sooner has he ceased to be a pupil than he starts into a principal. The village schools are governed by the villagers, and as a member of his village, be he preacher, woodman, goat-herd, or inn-keeper, he must take his share in managing these public schools. He has to build them, to conduct them, and to keep them up. He has to choose the teacher and director, and to pay a portion of their stipends from his private purse. As soon as he has children of his own a new relation opens. He then becomes a visitor, on private as well as public grounds, for each parent has a right to visit and inspect the school, to see the teacher, and to consult the records of his child's progress.

In Switzerland the first intelligent idea that presents itself to an urchin's mind is he must go to school. He sees his brother and his sister go there; he sees them bring their lessons home; he sees them rise at dawn to learn their tasks. If he is stout of limb and clear of head, he recognizes his own destiny in them, and knows that in the fullness of time he also must troop to school. On coming to a certain age—in some places six, in others seven years—his right to stay at home and luxuriate in the manufacture of mud pies will cease. He is a member of his commune, and the commune will not suffer him to waste the precious hours of youth in the composition of unappetizing pastry. The school will seize him, hold him fast, and rear him into what he is to be—banker, butcher, baker, or candle-stick-maker—

but in no case will it lose its grasp until he grows to be a man.

Notes on Astronomy.

ALMOST every scholar has an almanac hanging up in the house, and if he only knew how to look at it, what an interest would be created. Mars and Saturn were bright and near November 3d, 1877. I was looking at them through my telescope, and found them both in the same field of my glass. I never saw such a sight before, and may never see such a sight again. Saturn's rings are edgewise to us, and it looks as if it had a stick stuck through it, as an axis upon which it turns. The rings will not be seen that way again in less than thirty years.

December 8th Venus was near the moon in the evening. I saw Venus approaching the moon so near that it attracted my attention, so I pulled my telescope out of my pocket stand and all, set it up in the street, and all who were willing to pay ten cents I let look, or I enjoyed the rich treat myself. I saw Venus come so near I fully expected to see it lost; but no, it was not, but kept near the edge and not a ray of it was shut off; and what to me is the most unaccountable is that I should see Venus like a half moon to the eye set over wholly on the dark earth-light on the moon. How it could shine all over on the moon's face, and yet on the other side so near as not touch or to be hid, and to see it pass just over onto the moon clear and distinctly on the moon's surface, is the grandest sight I ever saw, and never expect to see it repeated.

If any of the wise readers of the SCHOOL JOURNAL can explain it, they will confer a favor on one who will be so glad to have it explained. Henry Whitall, 502 South 3d street, Camden, N. J.

THE statue of Captain Cook, which Mr. Woolner has so long been engaged upon for the government of New South Wales, will be sent to the founders in a few days. The size of this statue is remarkable; it measures 13 feet 6 inches from the feet to the crown of the head, and nearly two feet more to the end of the uplifted arm. Thus, when placed upon the pedestal already provided for its reception in Hyde Park, Sydney, the total height above the ground will not be less than thirty-seven feet. The attitude is easy yet imposing. The great navigator has come on deck bareheaded, and has just made out the new continent, showing dimly in the early morning sun. He is thus represented in the moment of a discovery which entitles Cook to rank immediately below Columbus in the list of discoverers. The drapery is most carefully worked, and the old-fashioned garb, with its laced coat, large pocketed waistcoat, tight knee-breeches, and large buckled shoes, seems to have lost its grotesqueness in the way it is here managed, and to be better suited than any other to the occasion, though the inevitable queue scarcely suits one's idea of a becoming finish to the neck.—*Pall Mall Gazette.*

BY-GONE NEW MEXICAN HOUSES.—The New York Tribune says: "Several models of the houses built by an extinct race in New Mexico and Arizona have been constructed under the auspices of the Hayden Survey. Some of these models were shown at Philadelphia. Mr. Jackson, the photographer of the survey, has made most of the models. The finer ones are described in detail in a recent number of *Forest and Stream*. Of the models lately made, that of the town of Taos is perhaps the most remarkable; its size is 42 by 39 inches, its scale one inch to 10 feet. The work is first done in clay, and then is duplicated in plaster and carefully colored. The town is described as having two large houses on opposite sides of a creek, that was once spanned by a bridge. The houses are 300-400 feet long and 150 wide at the base, five or six stories high, each story receding from the one below it, thus forming a terraced structure. Each story has numerous little compartments, with small windows in the outer tiers of rooms, the interior ones being dark. The only entrance is by a trap-door in the roof. Ascent was effected from story to story by ladders on the outside, which were drawn up at night. The village was surrounded by an adobe wall, enclosing ten or twelve acres, and contained four *estufas* or secret council houses, which were circular underground apartments, accessible by means of ladders, through a hole in the roof, which was fortified by a palisade. Most of these villages were perched on cliffs of great height and almost perpendicular steepness, and could be reached only by narrow roadways or staircases cut in the rock; perhaps the ascent was in part facilitated by ladders.

SELF-CONFIDENCE is better learned than unlearned. If you begin life thinking you are of much account, that you know much, or are capable of great things, as you grow older (if you have good common sense) you will have to spend the best part of your life in finding out what you can not do, what you do not know, and, consequently, what you

are not; in other words, in unlearning what you at first took granted. On the other hand, if you begin by thinking little of yourself and your attainments, and when circumstances call you to a certain action you attempt it with diffidence yet accomplish it with perseverance, you have gained one point; you have proved yourself capable of that one thing; and as far as that goes you have earned a right to self-confidence. In this way, you will be constantly finding out your real capacity—what you are good for; and by doing this, can make yourself useful while preparing gradually for greater usefulness, while in thinking of yourself more highly than you ought to think, at the outset, the time spent in finding out your mistake is lost to others, and worse than lost to yourself. Self-confidence truly learned is self-confidence truly earned.

VICTOR HUGO'S DEVIL FISH.—The octopus or poupe is a cephalopod mollusk, having a round purse-like body, and eight arms united at the base by a web, by opening and shutting which, it swims backward, after the manner of the jelly-fishes. Each arm has a double alternate series of suckers, by which they seize their prey, and moor themselves to submarine objects. They are solitary, active and voracious, seeking their food chiefly at night. They are the polypi of Homer and Aristotle. The common poupe of the European seas has a body about as large as the clinched fist, with the arms expanding three or four feet. In tropical America they grow very large; one was found dead on the beach at Nassau, Bahamas, ten feet long, each arm measuring more than five feet, and estimated to weigh about 250 lbs.; and they are believed to exist there even larger than this. In cold waters they are small, and not to be feared by man; but in the tropics, as on the coast of Brazil, the large species are very powerful and dangerous. The common poupe of the French coast has given rise to the mythical "devil fish" introduced by Victor Hugo in the *Toilers of the Sea*. The novelist has mixed up polyp and poupe, misled by the name given by Aristotle, and thus manufactured an impossible creature.

COTTON GUNPOWDER.—One of the most recent important discoveries is that of a new explosive, known as cotton gunpowder. The first process of its manufacture, which is carried on at Oare, in England, is to steep cotton in a mixture of nitric and sulphuric acid. After the acid has been pressed out, the cotton is dried and reduced to powder and mixed with certain other chemicals. To show how safe it is, not to explode with fire or pressure, the following experiments were lately made. Two barrels of the powder were placed in the middle of a roaring bonfire. The barrels were consumed, and the powder blazed away without exploding. Then an iron pile driver, weighing half a ton, was allowed to fall fifteen feet on a box containing ten pounds of the powder. The box was simple crushed, and the powder scattered about. Exploded with a fuse, the cotton gunpowder broke four steel ingots, weighing several hundredweight, in pieces; and when under water, sent up a column 200 feet high. It was also made to explode when wet with twenty per cent. of water.

EDUCATION is the awakening of the heart, is life, vitality, the arousing of the spirit. And hence all the arts come beside the truths of life. Education being the power to think, the power to act, the power to feel deeply, what we need is not information only, but the awakening of something that moves the sluggish blood in our hearts and makes us truly alive. I speak with feeling upon this point, because one of the great calamities with which we all have to baffle is narrowness—that is, we all become attached to our own little path in life, and we think it is the God-appointed life.—PROF. SWING.

THERE can be no question but that those peoples and generations which have excelled in knowledge have also excelled in power; but any educator of youth who should act upon the principles that education consists in cramming the mind with knowledge will have perpetrated as great an error as would a body of civil engineers who should saturate the atmosphere with vapor from boiling cauldrons because it is known that steam is a motor. The truth is that steam and knowledge are power (or rather means of power) only when properly used. Many a man who has been as a walking encyclopedia has been equally noted for inability to put his knowledge to account, because the practical part of his education had been neglected.—*Appleton's Journal*.

UTILIZING SUBTERRANEAN HEAT.—The Virginia City (Nev.) Enterprise says: "An enterprising engineer of this city is engaged in working out a plan for heating the whole town by means of the heat generated in the subterranean regions of the mines. He says there is sufficient heat in the lower levels of the mines, underneath our feet, to comfortably warm every house and every room in the city, provided it can be utilized. His plan contemplates a system of pipes, through which the heat will be distributed, while at the same time it will be drawn out of the mines as it arises. Thus he will at the same time heat the town and ventilate the mines."

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NEW YORK, JANUARY 12, 1878.

This copy of the NEW YORK SCHOOL JOURNAL may possibly fall into the hands of one who is not a subscriber; consider then, that a piece of good fortune has befallen you, and send in your subscription at once. If you are teacher and are a subscriber to no educational paper, you do yourself an injury you have no right to do. It may be set down as an undeniable fact that every "live teacher" takes an educational paper. A small fund has been placed in our hands to send the JOURNAL to those who are too poor to afford it; that number we hope is not very large.

It is a pleasing feature of the few days that have elapsed since the year began, to see the promptness with which our subscribers have responded to bills enclosed to them. "Kind words can never die," the song saith, and we believe it, for they have come in along with the cash. We shall keep sending out bills until we reach all who are in arrears, and all who were subscribers last year. Let us hear from you, good friends! If you can not respond with the cash by return mail, you can send us a note telling us when we may expect it. The truth is, that the editor is like the rest of mankind, and appreciates a good thing when he sees it.

For the practical teacher, the JOURNAL is unexcelled. Try it and see. Only \$2.00 per year.

FROM one of the news-stands comes every month a news-dealer to get his fifty copies of the COMPANION. His statement is an interesting one: "I cannot bear to sell that miserable trash to the boys; it is sure to be an injury to them sooner or later. I know that many are forbidden by their parents to buy it; they walk by the stand and drop the five cents and snatch the paper, and hide it under their coats and go sneaking off." Of his own accord and at his own pecuniary loss, he has attempted to introduce the SCHOLARS' COMPANION into his neighborhood; such a man is a real friend to the children. Is it not time the teachers opened their eyes to the magnitude of the evil arising from pernicious reading? Should they not teach their pupils that this vile trash is a deadly moral poison, quite as clearly as they do in square root to double the true divisor to get the next trial divisor.

If you want a visitor every week that will have

something valuable to say about education, take the JOURNAL.

It will be a source of congratulation to all the friends of education that Hon. Wm. Wood was re-elected to the high position of President of the Board of Education of the City of New York.

FROM NEW SUBSCRIBERS.—"I am more than satisfied with the JOURNAL.... It is a first-rate paper.... Good and useful.... I was interested to see it, and am still more interested now it is here.... I think I shall like it much.... It contains very useful hints." "Best paper I have seen.... Shall send you three more in addition to the five already sent."

What Do Your Pupils Read?

THAT reading which has the strongest influence on the character, and which may be said to mould it, is done before the age of twenty. A remarkable change has taken place during the past ten years in preparing reading for young people; not that which was suited to improve and benefit, but that which would startle and excite. The natural taste for history and travels seems to have nearly died out, and in its place has sprung up a morbid appetite for out-and-out lies, framed on the relations caused by men's passions—jealousy and revenge, love and hate. The press of several publishers pours out nothing but cheap editions of novels of this sort. It has only been within the past year that the attention of the religious press and the pulpit has been aroused to this new flood of evil. While they have been keeping an eagle eye on Huxley and Darwin, a mightier foe has been among the children. It would not be an easy task to name all of those books whose perusal has a tendency to unsettle and undermine the minds of the young, and finally unfit them for the work and patience to be demanded by the real world into which they must go.

The "Oliver Optic" books, besides being like thin and poor gruel, a kind of mental "slops," have positively none of the usefulness of Dickens, Scott or Thackeray; these may be called fiction; those lies, and poor ones at that. This is one of a large series of books, the main object of which is to laud the one who puts at defiance the command to "Honor thy father and mother."

It is a little remarkable that the teachers have not seemed to be aware of this desperate evil. No association has condemned it; no communication from them speaks of it; to go on with the arithmetic and grammar lessons as though eternity hung on them, while in the pockets of every boy and girl, too, may be found a package of moral nitro-glycerine in the shape of a newspaper. We commend therefore to them the words of the Boston *Globe*. The SCHOLARS' COMPANION is a beautiful, pure and interesting paper. Let the teacher encourage the reading of that or of the *Youth's Companion*; let them ascertain what their pupils read, and if they are perusing the deadly papers referred to by the *Globe*, see that they know that the teacher holds them in abhorrence.

In the windows of shops where newspapers and periodicals are sold is constantly displayed a class of literature for boys which deserves the reprobation of every person of taste, and of all parents who are concerned for the moral and mental well-being of their children.

Conspicuous in the windows just now is seen an illustrated weekly paper, with the title *Our Boys*. Its first page is nearly covered with a hideous picture representing a frightened youth bound to the outside of a huge bell, which a supernaturally ugly dwarf is vigorously ringing. Below it in staring letters is the title of the story it illustrates, "Nero the Hunchback; or, the Bellringer of Trinity Church." It is of the abominable, blood-curdling style of romance, so fascinating to the minds of undisciplined youth, and so demoralizing in its effects. There are installments of other stories full of slang and crime, in which rowdyism and vulgarity are glorified, and nature and simplicity outraged. Here are some of the savory titles: "Free and Easy Ned;" "Tipton Blue, or the Jockey's Mission;" "Corkey, or the

Tricks and Travels of a Supe;" "Bob Short, or One of Our Boys;" "Detective Dan, or the Irish Ferrit;" and "That Boy of Ours, or Tom on His Muscle." Sandwiched between these are such delicacies in prose and verse as "The Chemist's Muderer;" "The Suspicious Wife," and "A Terrible Secret." A worse mess of unwholesome or worthless reading for either young or old could hardly be concocted, and its viciousness is unrelieved by anything instructive, witty, or to a healthy mind entertaining. *The Boys of New York* is another publication of the same class, garnished with pictures of hags, highwaymen and cut-throats. Its opening story is "Black Diamond Bill, or the Young Hero of the Coal Mine," in which a Bowie knife combat forms an exciting incident. Then we meet with such titling titles as "Emerald Jim, the Irish Boy Detective;" "Tim Tippin, or the Terror of the Swimming Gang;" "Shorty, Jr., or the Son of his Dad;" "The American Vidocq, or the Life and Adventures of a Famous Thief-Taker;" "Young Will Watch, the Smuggler King," and the "Danite's Revenge, or the Mountain Meadow Massacre." Murder, theft, vengeance, brutality and ghastliness make up the stock of the material of this edifying sheet.

There is another of these illustrated abominations, called the *New York Boys' Weekly*, containing such stories as "One of the Boys;" "The Idiot Witness;" "Dashing Dick, the King of the Highway;" "Chips and Chin Chin, the Two Orphans;" "Bound to be an Actor;" "Tom Trump, the Boy Pilot;" "A Lightning Flash, or the Mystery of a Minute." Among the pictorial attractions is a scene representing a pickpocket practicing on a dummy, a youth with his head in danger of being smashed in a pile-driver, and a wild savage in the act of knocking a young fellow's brains out.

These are by no means all the publications of the class to which we have alluded, but they will serve. They show what is provided and sold cheap for the delectation of our youth.

And where is the fault? For the most part it is with those who have the training of the young, with parents and teachers who neglect to give a right direction, or any direction at all, to the mental activity of those under their charge. Very few boys would prefer this garbage to wholesome nutriment if care were given to their early mental training. A healthy public sentiment should make the publication or sale of this whole class of periodicals for the young disreputable for any one engaged in it, and the reading of it should be no more allowed than indulgence in any other vice.—*Boston Globe*.

Moral—Encourage the reading of the pure and beautiful SCHOLAR'S COMPANION.

MISS B.—says, "I am more pleased than ever with the JOURNAL. Think it would be impossible to get along without it. I should be glad to send you a club of subscribers, and will if I can find time."

NEW YORK CITY.

New York Board of Education.

The Commissioners met Dec. 31, in special session.

Present. Messrs. BEARDSLEE, BAKER, BELL, DOWD, HAZELTINE, JELIFFE, KATZENBURG, PLACE, TRAUD, VERMILYEE, WOOD, WALKER, WETMORE, WILKINS, WEST, and WICKHAM.

Absent—Messrs. COHEN, GOULDING, HALSTED, KELLY, VERMILYEE and WHEELER.

The Committee on Buildings recommended the purchase of that part of lot now occupied by G. S. No. 49, which, by a judgment of the Supreme Court, was adjudged to be property of Francis and John Leckey; to erect a suitable building to accommodate the 250 or 300 children that would otherwise be deprived of accommodation, on other portions of the lot, it is estimated will cost the Board in the neighborhood of \$15,000. In view of these facts, the committee consider that it is expedient for the Board to pay the \$6,000 demanded for the plot of ground, and recommend that an appropriation of this amount be made for the purchase of the property; and also the sum of \$12,23 for damages and costs of suit.

The Finance Committee recommended the payment of the \$5,000 for the purchase aforesaid lot.

Com. Wickham presented the following resolution, recommended for adoption by Committee on Salaries and Economy.

Resolved, That the salaries of the teachers and other employees of the Board shall, during the coming year, remain as during the past year, unless the Board shall hereafter determine that a change must be made to bring the salaries within the appropriation of the Board.

In case any reduction shall be necessary hereafter, the same shall apply to all the months of the ensuing fiscal year.

Adopted.

The President laid before the Board a communication from the Board of Estimate and Apportionment, stating that \$3,400,000 had been apportioned for public instruction for 1878.

Com. Katzenberg offered the following:

Resolved, That this Board hereby tenders to Henry Kiddle, Esq., City Superintendent, and to his assistants its sincere

thanks for the faithful and impartial manner in which they have discharged their arduous duties, and also its acknowledgment for the earnestness, zeal and ability which they have manifested in the exercise of their high offices.

Adopted.

Mr. Boardslee stated that the amendment to the rules concerning habitual truancy, etc., adopted on the 26th inst., had been approved by Judge Noah Davis.

On motion, the Board adjourned.

The Commissioners met Jan. 9. Mr. Dowd was elected as Chairman *pro tem.* and a ballot was had for President, Mr. Wickham and Mr. Wood were named by their friends as candidates and six ballots were had, resulting in the election of Mr. Wood, who, on taking the chair, made a long and interesting address (which will be given next week). Then Mr. Kiernan, was re-elected as Clerk, and Mr. Davenport as Auditor. A long discussion arose over the adoption of the By-Laws. Mr. Jeffries offered a resolution that the 5th and 6th Primary grades have but one session per day. To By-Laws.

EVENING SCHOOL NO. 57.—On the evening of Dec. 21, Wm. Oland Bourne, Esq., gave the boys of the evening-school held in building No. 57, Harlem, a most eloquent, practical, half-hour talk, holding their closest attention throughout. The stimulus and encouragement of his words will be felt in the school during the term.

NEW YORK CONSERVATORY OF MUSIC.—The programme for Wednesday evening, January 9th, was as follows:

Piano Solo,—“Rondo Capriccio,” Op. 14. Miss Aline Copp.

Piano Duo,—“Una Notte a Venezia,” Miss Frances Schwab

and Mr. Corliss.

Reading—{“The Bells,”

“Pyramus and Thisbe.” Mr. Edward F. Smith

Piano Solo,—“La danse des Elfes,” Miss B. Garrett.

Song,—“Farewell,” Mr. J. P. Corliss.

Violoncello Solo,—“Sounds from the Alps.” Professors

Mollenhauer and Chapman.

Piano Solo,—“Amo,” Miss Frances Schwab.

Piano Solo,—“Polonaise,” Miss Aline Copp.

Aria,—“Alle Voci della Gloria,” Mr. Edward F. Smith.

Philadelphia.

(From our Correspondent.)

There seems to be growing feeling here that our school system is growing in costliness much further than in usefulness. There is a desire to get at the “bottom facts” in the case, and so a commission has been appointed to examine and report. They have given the following figures and statements already.

For practical purposes, the system is without a responsible head, and its value may be known by a brief analysis of some of the official reports of results, as follows:

In 1840, the number of pupils was 23,192, and the cost of the system, \$125,740, or rather less than five dollars for each pupil.

In 1850, the number of pupils was 48,056, and the cost of the system, \$408,762, or about \$7.63 for each pupil.

In 1860, the number of pupils was 63,530, and the cost of the system, \$512,014, or about \$8.05 for each pupil.

In 1870, the number of pupils was 82,891, and the cost of the system, \$1,197,901, or about \$14.45 for each pupil.

In 1875, the number of pupils was 95,562, and the cost of the system, \$1,634,663, or rather more than \$17 for each pupil.

Not more than twelve pupils in a thousand reach the high schools. Not more than one-fifth of all the pupils reach the grammar schools. Four-fifths of whole number of pupils are found in the primary and secondary schools, and never pass beyond them. These are no better prepared for the occupations of life than those who were taught in the same schools thirty-seven years ago.

The Republic says: “There is certainly nothing which compensates the city of Philadelphia for the enormous increase in cost of education within the last twenty years. The increase of salaries does not wholly account for it. The unnecessary multiplication of teachers and of school buildings with costly furniture probably does. An end to the fancy poll-parrot cramming, and an era of mental development and useful practical instruction is what is wanted.”

The Commission propose a Superintendent of Schools.

There will be a change made in our mode of making Directors (what you call “Trustees”); they are now appointed, and we get some poor ones, at least, some who are charged with taking money to advance teachers from one position to another. There is a strong feeling in favor of Industrial Education. The Grammar and High Schools are believed by many to ruin the industries of the Country, turning out lawyers, doctors, and a host who want to lead professional lives but who are not fit to do it. It is felt by many that the Primary Schools are the back-bone of the system, and all above are unnecessary, or are not needful enough to be furnished free to the public.

THE “The Northwestern Teachers’ Association” met at

Ottawa, Ohio, December 27; 150 teachers present.

1. Inaugural address, by Supt. J. W. Walker of Lima schools. Discussion opened by Supt. J. Fraize Richard of Alliance schools. 2. Paper by Supt. J. W. Zeller of Findly schools; subject, “Our Common Schools—their Relation to the Future Discussion.” Paper—subject: “The Need of Tact in School Work,” by Supt. H. H. Wright of Defiance schools. Discussion: Supt. Sater of Wacon schools. Paper: “The Practical Teacher,” by Supt. Bennet of Piqua schools. Discussion: Evening Lesson Lecture, by Supt. Dowd of Troy schools; subject: “Trinity of Success—Earnestness, Concentration and Perseverance.” He held the large audience for forty-five minutes with practical thoughts.

December 28. Paper: “The German Language in the Public Schools—What are we to do about it?” by Supt. Williamson of Wasononetga schools. Discussion: J. W. Zeller, G. W. Snyder and others. A lively interest was taken in this paper. Prof. W. W. Rose, of Tremont schools, gave a talk to show how mensuration could be taught objectively. Address on Primary Teaching by A. G. Smith of Perryburgh schools. Discussion led by Dowd of Troy. Paper: “Normal Schools—their True Work,” H. S. Lehr, of Ada Normal school. Discussion: J. Fraize Richard of Alliance schools.

EVENING SESSION.—Lecture, by Wm. L. Walker of Kenton; subject: “A New Theory of the Rotation of the Earth.” Officers elected for the ensuing year were: President, S. F. Detord, Ottawa schools; vice-president, A. G. Smith, Perryburgh; secretary, H. H. Wright, Defiance; Treasurer, W. W. Rose, Tremont; reporters, Supt. Snyder, Supt. Sater, Miss Eva Church. Next meeting of the association at Lima, Ohio, Dec. 27th and 28th, 1878.

G. W. SNYDER,
Secretary *pro tem.*

FROM CHICAGO.—The appointment of Mr. Duane Doty as superintendent, in Chicago, seems to have awakened a new interest in the schools. He is a thoroughly practical man. He has given especial attention to arouse a spirit of practical teaching in the teachers. It has been felt by many parents that the simple matter of accuracy and rapidity of numbers was entirely ignored, judging from the results. There is a demand, too, that children be taught to write neatly with pen and ink, make out receipts, write and address letters, if necessary omitting the greatest common divisor business as well as the nonsense about the most common multiple that should be put into an appendix to an arithmetic.

KANSAS.—Grantville had a teachers’ association on the second Saturday in January.—The library at the State University is to have an addition of \$500 worth of books.—The next session of the Kansas State University opens January 23rd, 1878, and closes June 5th.—The Atchison County Teachers’ Association will meet at Parson on the first Saturday in January.—The Coffeyville School Board has adopted a resolution prohibiting children from carrying fire arms to school. At Catherinstadt, a Russian settlement in the western part of the State, a school is in operation in which the English language is ignored.—Lincoln County teachers meet once a month to exchange thoughts, get new ideas, and brighten up old ones.—The Superintendent of Public Instruction for Coffey County, was lately compelled to issue a peremptory order vacating a school, because of the ungovernable passion and vulgarity of the teacher.—The walls of the Atchison schools rooms are adorned with maps of countries, including one of North and South America—the work all done by the children.—Concerning the relative conditions of the health of the two sexes in colleges where co-education prevails, so far as the Kansas University is concerned, the health of the women is as good as that of the men.—A teacher in Cherokee County paid a fine of one dollar for punishing a saucy, impudent boy, who committed one of the greatest breaches of school discipline. The dollar was on the wrong side of the account.—The Board of Regents of Emporia Normal School recently held a meeting, to further arrangements for the sale of lands appropriated for the benefit of the school. They are endeavoring to make the school self-sustaining until the lands can be disposed of and a sufficient fund raised to make a permanent endowment large enough to successfully carry the school on in the future without State aid.—The Superintendent of Public Instruction for Cowley County wrote to each person examined, asking if they were engaged; and if so, by whom, and at what salary. “Mary” responds, “I am not engaged, but would be delighted to receive any attention or proposal for an engagement. Of course, I would like a salary, or some one with an income; but rather miss an opportunity for the joys of wedded life, will not be particular about the salary.”

AN “English Grammar” is announced in London, of which the plan is partly new, by Mr. Gostwick, author of “English Poets.”

Among our Exchanges.

It is proper to give some notes for the benefit of our readers to begin the year, concerning other laborers in the journalistic field. First other EDUCATIONAL JOURNALS. And beginning at home we take up.

Barnes’ Educational Monthly. This was until formerly the *National Teacher’s Monthly*. We always find in it solid and useful reading, and a good deal of spice too. Its price is \$1.00 per year.

The New Jersey Public School Journal is published monthly at Bloomfield, by a sterling young man and it deserves to succeed on account of earnestness of purpose. Price, \$1.00 per year.

The School Bulletin is published monthly at Syracuse, N. Y., by Davis & Bardeen. It is a live paper and is very popular and deserves to be. Price \$1.00 per year.

The New England Journal of Education, is published weekly at Boston, and is ably edited, and, is in every way a valuable paper. Price \$3.00 per annum.

The Pennsylvania School Journal, monthly, is edited by the State Superintendent, and is a solid and useful magazine. Price \$1.60 per annum.

The Maryland School Journal, is published monthly at Baltimore, and is a good magazine, and well deserves the support of the teachers of Maryland. Price \$1.00 per year.

The Ohio Educational Monthly is a very able journal, now in its eighteenth year. Having been a subscriber to it in its early days, we can testify to its fidelity during all its course. Price \$1.50 per year.

The Indiana School Journal, is also well established and well edited. It never comes to hand without giving us satisfaction. Price \$1.50 per annum.

The Educational Weekly, is the name of a paper published at Chicago, being the union of several monthlies. We have read it with much care, and commend its ability and tone. Mr. Winchell, its managing editor, has made a paper that is an honor to the West. Price \$2.00 per year.

The Wisconsin Journal of Education, is a monthly, and contains solid and instructive reading. Price \$2.00 per year.

The American Journal of Education, is published monthly at St. Louis, and is full of earnest and practical papers. Price \$1.00 per year.

The Electric Teacher, is published at Carlisle, Ky. It contains selections (mainly) from other educational papers. It is a good journal, and is doing a good work. Price \$1.00 per annum.

The Educational Journal of Virginia, is an excellent journal, and deserves an extensive patronage in the “Old Dominion.” Price \$1.50 per year.

NEW EDUCATIONAL JOURNALS.

We fear we have neglected to say that Mr. Bicknell has commenced the publication of the *Primary Teacher*, a monthly, at \$1.00 per year. It is a valuable journal, and will greatly benefit the cause of primary education. We recommend it cordially.

Also, that Mr. Winchell, in addition to his sterling *Educational Weekly*, has sent forth the *Practical Teacher*, a monthly, at \$1.00. It is a solid and valuable paper, and we give it a hearty welcome. May it prosper.

THE MAGAZINES.

Harper’s is an indispensable magazine; it always contains papers of the highest value; **Scribner’s** is fresh, delightful and progressive; it is an admirable magazine, its illustrations remarkable; the *Atlantic* always serves up the best and strongest American literature; *Lippincott’s* is winning increased favor with every issue. All of these are \$4 per year.

MISCELLANEOUS.

The Christian Union, **Christian at Work**, **Watchman**, **Golden Rule**, **Sunday School Times**, **Observer**, **Witness**, **Tribune**, **Independent**, **Church Union**, **Illustrated Christian Weekly**, **Scientific American**, are able papers, and we only regret we cannot give time and space to mentioning their special excellencies. In addition, there are many other papers that reach our table and bring us instruction and delight. The colleges send us a great variety, and we shall devote a separate article to them at another time.

BOOK NOTICES.

THE KINDERGARTEN GUIDE. An illustrated hand-book designed for the self-instruction of kindergartners, mothers and nurses. By Maria Kraus-Boete and John Kraus.

Number one contains the first and second gifts. Number two, the third, fourth, fifth and sixth gifts. Number three, the seventh gift (the tablets). Play is simply the mode of instruction adopted by Mother Nature. The object of these

excellent guides is to show how children can associate with children, in a pure atmosphere, amid pleasant surroundings, and under special guidance, during the three or four years intervening between the nursery and the primary school, and derives a real moral and intellectual growth. We have obtained great satisfaction from their perusal. It is useless to refer to their mechanical execution, as all Mr. Steiger's publications are gems of neatness and durability. Price, in cloth, 65 cents; in paper, 35 cents.

WANTED: A CORRESPONDENT. A farce in two acts; and *SETH GREENBACK*, a drama in four acts, by T. S. Denison. To all teachers desiring a good school or social drama, we commend either of the above plays. They are lively, sharp and unexceptional.

NEW VOLUME OF LITTLELL'S LIVING AGE.—The first two numbers of the new volume of *The Living Age*, bearing date January 5th and 12th, respectively, have the following noteworthy contents: Russian Aggression as specially affecting Austria Hungary and Turkey, by Louis Kossuth, ex-Governor of Hungary, *Contemporary Review*; *Erica*, a fine German serial, by Frau von Ingersleben, translated for the *Living Age*; *Humming Birds*, by Alfred Russell Wallace; *Doris Barugh*, a Yorkshire story, by Katharine S. Macquoid; author of "Patty," etc.; *On the Hygienic value of Plants in Rooms and the Open Air*, by Prof. Max von Pettenkoffer; *Within the Precincts*, a new story by Mrs. Oliphant, from advance sheets; *Florence and the Medici*, by J. A. Symonds; *Charlotte Bronte*; *Heligoland*; *Rugby Football*; *Forgetfulness*, together with the usual choice poetry and miscellany. In the next weekly number a new serial by William Black will be begun, from advance sheets, which promises to be his best work.

To new subscribers for 1878, the last seven numbers of 1877, containing the first parts of the German serial, and a story by Miss Thackery, with other valuable matter, are sent gratis. For fifty-two numbers of sixty-four large pages each (or more than 3000 pages a year), the subscription price \$8 is low; or for \$10.50 anyone of the Americans \$4 monthly or weekly is sent with *The Living Age*, for a year, both postpaid. Littell & Gay, Boston, are the publishers.

Barnes' Educational Monthly is the new name for the "National Teacher's Monthly." The January number contains an article on Teacher's Institutes, Foreign Gossip, Visiting by Teachers, Practical Arithmetics, and a variety of interesting notes.

Church and People is the name of a new monthly, edited by Rev. Edward T. Bromfield. It discusses the relation of Christian churches to the masses of people, with the view of bringing them into greater sympathy with each other, and of promoting the interests of vital and practical religion.

The Illustrated Annual of Phrenology for 1878 has the usual large amount of reading matter on the health, and receipts and hints for the family. Publishers, S. R. Wells & Co., 737 Broadway, New York.

The Irish School Magazine for December has questions on Natural Philosophy, School Management, Geography, and the continuation of two stories.

Some of the articles in the *Maryland School Journal* are as follows: The Country School, Primary Schools, Phonography, Ill-Ventilated School Rooms, and American Bible Education.

Teachers' Qualifications.

HERBERT SPENCER wrote, on the subject of moral education, "Lastly, always remember that to educate rightly is not a simple and easy thing, but a complex and extremely difficult thing; the hardest task which devolves upon adult life. The rough-and-ready style of domestic government is indeed practicable by the meanest and most uncultivated intellects. Slaps and sharp words are penalties that suggest themselves alike to the least reclaimed barbarian and the most stolid peasant. Even brutes can use this method of discipline, as you may see in the growl and half bite with which a mother cat or dog will check a too exigeant kitten or puppy. But if you would carry out with success a rational and civilized system, you must be prepared for considerable mental exertion—for some study, some ingenuity, some patience, some self-control. You will have habitually to trace the consequences of conduct—to consider what are the results which in adult life follow certain kinds of acts, and then you will have to devise methods by which parallel results will be entailed on the parallel acts of your children. You will daily be called upon to analyze the motives of juvenile conduct; you must distinguish between acts that are really good and those which, though externally simulating them, proceed from inferior impulses; while you must be ever on your guard against the cruel mistake, not unfrequently made, of translating neutral acts into trans-

gressions, or ascribing worse feelings than were entertained. You must more or less modify your method to suit the disposition of each child, and must be prepared to make further modifications as each child's disposition enters on a new phase. Your faith will often be taxed to maintain the requisite perseverance in a course which seems to produce little or no effect. Especially if you are dealing with children who have been wrongly treated, you must be prepared for a lengthened trial of patience before succeeding with better methods; seeing that which is not easy even where a right state of feeling has been established from the beginning, becomes doubly difficult when a wrong state of feeling has to be set right."

Reading.

IN these days, all men and women read something, but the trouble is that by reading in a single vein, which so strongly appeals to their individual tastes and personal idiosyncrasies, that it is not study at all, they lose their power to study anything else. The rule for successful and profitable reading would, in the light of these facts, seem to be to read only what one does not like to read. That reading which costs no effort and necessarily dissipates the power of study, is that which we should indulge in only for recreation, while that which we know to be important in itself, and in its bearings upon broad knowledge and culture should most engage our time and attention. The trouble is, not that we do not read enough, but that we read so much of that which simply pleases us as to destroy our power to read that which will edify and enlarge us. There are many aspects in which newspaper reading is preferable to much that is considered essential to high culture. It is undoubtedly dissipating to the power of study, but so is any other reading which is pursued as a passion. It has this advantage, that it never detaches the mind from a supreme interest in the affairs of to-day. There are studies which separate a man from his time—which shut off his sympathies from the men and the movements around him. There is a kind of dilettantism which rejoices in mousing in dark corners for the curiosities of history or art, which is wise about great nothings—wise about bric-a-brac, wise about antique gems, wise about coins, wise about classical antiquities, wise about old books of whose contents it knows little, wise about dead and useless things, and foolish enough to plume itself upon its wisdom.—*Scribner for January*.

THE sixty-sixth annual catalogue of Hamilton College, N. Y., carries the names of 192 undergraduates. We notice a provision for the admission of students who are not candidates for a degree, and who will find superior facilities for study in law, elocution, chemistry, metaphysics, mathematics, ancient and modern languages. The list of asteroids discovered at the Litchfield observatory is now twenty-seven, and Dr. Peters is still at the head of the world's astronomers in this branch of original work. Many new books have been added to the library, especially in the rhetorical department. Among the recent additions to the memorial hall, we notice six large-framed engravings, presented by Rev. Dr. P. H. Fowler, of Utica, a life-portrait of Professor Marcus Catlin, painted by Alonzo Pease, and presented by Samuel A. Munson, of Utica, and "The Burning of the Old Stone Church," painted and presented by Prof. Dwight Williams. Of late years the Society of Alumni has become a positive force in the internal working of the college. At each annual meeting a trustee is elected by the alumni to represent their views in the corporation. At their next anniversary the orator of the alumni will be Rev. Dr. William Alvin Bartlett, of Indianapolis, Ind. The poet will be Rev. Myron Adams, of Rochester; and the half century orator, Hon. Henry P. Norton, of Brockport.

PRESIDENT PORTER ON CO-EDUCATION OF THE SEXES.—There can be no serious objections to the presence of children of both sexes in elementary schools for the most obvious reasons. But the reasons are as obvious, in my judgment, why boys and girls from the ages of fourteen to eighteen should not recite in the same class-rooms, nor meet in the same study-hall, nor encounter one another in the same passages of a large public school. First of all, the natural feelings of rightly trained boys and girls are offended by social intercourse of this sort, so frequent, so free, and so uncircumstantial. I cannot assent to the reasonings of those who contend that the most effective precaution against these dangers is found in familiar intercourse of boys and girls, or in the excitements of intellectual activity and the incidental restraints on each other's weakness which common pursuits and ambitions involves. We may argue that these consequences will follow, because we think they ought to, but nature is stronger than our theories.

GIRTON College, the women's college in England, is very

successful. Although its test examination is severe, it has more applicants for admission than it can accommodate. No student is admitted who will not pledge herself to work hard. The students undergo the same examinations as do their brothers at the universities; the same papers are put before them by the same examiners. It is said that these female students show at least as high an average of attainment as the Cambridge men who go in for honors.

AMONG the numerous worn out and often considered worthless materials which the ingenuity of man has discovered means of re-manufacturing and rendering of equal value with the original substance, are old tarred ropes which have long been in use on shipboard and elsewhere. Out of the dirty or seemingly unbleachable substance, often as hard as oak, is produced a tissue paper of the most beautiful fabric, evenness of surface, and delicacy of color, a ream of which, with wrappers and strings, weighs two pounds and a half. This paper, delicate as it appears, is yet so tenacious that a sheet of it twisted by the fingers in the form a rope will support a man's weight.

DR. EDEN TOURJEE, director of the New England Conservatory of Music and the New England Normal Institute, also dean of the College of Music of Boston University, and organizer of the great jubilee choruses of 1869 and 1872, proposes a grand musical and educational tour of Europe, to come off next summer, while the great Paris Exposition will be in progress. The design of the excursion is to bring together a congenial company of persons, who are chiefly or largely engaged in educational work, musical or otherwise, for a visit to some of the great art and educational centers, and to some of the most picturesque and beautiful regions of the old world. The party will leave New York on Saturday, June 29, 1878, and will return to New York by Sept. 1. The price of tickets for the trip is \$400 (in gold). This sum covers first class ocean passage both ways; all travel by railways, steamers and carriages, hotels—(all first class), in fact everything but hire of carriages in cities.

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The Scholars' Companion.

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"I have noticed with much interest the announcement which you intend to publish THE SCHOLARS' COMPANION, a paper for youth. I entirely approve of your plan as set forth, and cannot but believe that such a journal will prove a valuable means of improvement to its readers, as well as an important and timely auxiliary to the cause of education. I most cordially wish you success in this interesting enterprise."

William L. Dickinson, Esq., City Superintendent of the Jersey City Public Schools, says:

"I have just read the first number of THE SCHOLARS' COMPANION. I like it, and hope the promise which it gives of amusement and instruction for the pupils of our schools may be followed by a large subscription list. I cordially recommend it to parents and scholars."

Prof. Washington Haskrouck, President of the New Jersey State Normal and Model Schools, says:

"I am much pleased with the first number of THE SCHOLARS' COMPANION, and think it admirably adapted for the young folks in our schools. It will do much, I think, to create in the minds of the young a taste for good reading. It deserves success, which I hope it may abundantly have."

Henry B. Pierce, Esq., Superintendent of the New Brunswick, N. J., Public Schools, says:

"I wish it were possible to place a copy of it in the hands of every boy and girl in all grammar and high schools. It would create an interest among parents in the school work of their children, which would generally benefit parents, pupils, and teachers."

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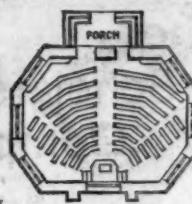
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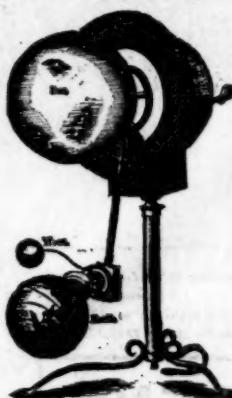
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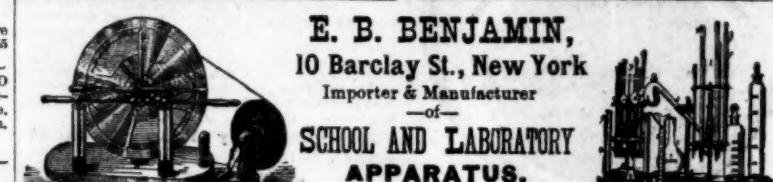
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